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ABSTRACT

Ways in which faculty and students think and learn are defined and a new concept of undergraduate teaching is presented that involves the continuous interaction of professors and students. The book is the result of two projects conducted by the authors between 1978 and 1987 that involved 15 institutions, including DePauw University, Ohio Wesleyan University, the State University of New York at Stony Brook, the University of California at Berkeley, Northwestern University, the University of Chicago, and Wellesley College. Student interviews, classroom observations, and responses to a learning styles inventory were used to create a model for long-term faculty development designed to increase student learning. Chapters are as follows: (1) Conditions of a New Pedagogy for Undergraduate Learning; (2) An Inquiry-Oriented Approach to Faculty Development and Student Learning; (3) Thinking Styles in the Disciplines and in Student Learning; (4) Promoting Student Learning; (5) Three Professors Report about Observing Their Teaching and Their Students' Learning; (6) Tools for Understanding Students: The Omnibus Personality Inventory; (7) Tools for Understanding Students: The Interview; (8) Interviews about Teaching and Student Learning with a Biologist and a Political Scientist; and (9) Reenvisioning Undergraduate Teaching. This document contains approximately 60 references. (LB)

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